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ABSTRACT

A survey of 111 Texas teachers and aides was undertaken to identify the responsibilities and training needs of paraprofessionals working with handicapped children in public schools and in child care centers. Among findings were that teachers and aides in public schools differed in their responses more often than teachers and aides in day care settings and that public school teachers were uniquely different in their responses from the other three groups in that they rated activities as less often the responsibility of the aide. Aides were perceived as having more responsibility in day care settings than in public school classrooms. Over 75% of the teachers (all of whom had special education degrees) responded that both they and their aides were in need of additional training. The survey instrument is appended. (PHR)

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RESPONSIBILITIES AND TRAINING NEEDS OF PARAPROFESSIONALS: A SURVEY OF THOSE WHO WORK WITH YOUNG HANDICAPPED CHILDREN

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RESPONSIBILITIES AND TRAINING NEEDS OF PARAPROFESSIONALS: A SURVEY OF THOSE WHO WORK WITH YOUNG HANDICAPPED CHILDREN

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As various mandates ensuring equal educational opportunities for young handicapped children are enforced, the need for personnel to serve these children is increasing. One way of increasing the number of available personnel is through effective use of paraprofessionals. Across Texas, paraprofessionals are employed in the public schools as teacher aides and in public child-care centers (Day Care and Head Start) as both aides and teachers. In each of these settings, young children with various types of handicapping conditions are served. Yet, limited information is available about the roles, responsibilities, and training needs of the paraprofessionals serving preschool handicapped children.

To address this issue and to provide in-service training, Alternatives for Paraprofessional Training was funded by the Bureau of Education for the Handicapped (BEH) in June, 1978. In order to design and conduct practical and useful training, a Survey of Training Needs and Responsibilities was carried out at several sites in Texas during the first year of the Project. The purposes of this survey were (1) to identify the responsibilities of paraprofessionals who work with handicapped children in two types of settings: (a) public school special education classrooms and (b) child care centers serving the handicapped and non-handicapped preschoolers; and (2) to identify specific training needs of teachers and paraprofessionals who work with handicapped children in these settings.

This study was conducted as a part of Alternatives for Paraprofessional Training, a Personnel Preparation Training Grant #G 007801431 from Bureau of Education for the Handicapped, U. S. Office of Education. The point of view or opinions herein stated do not necessarily represent official USOE position or policy.

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INSTRUMENT

For the Survey of Training Needs and Responsibilities an instrument was developed called a Paraprofessional Training Survey Form. Items were selected for this instrument from a review of the literature,[1] input from the Project Advisory Committee,[2] a review of written job descriptions from representative sites, and staff experience. Content was adapted for relevance to working with handicapped children in preschool or elementary programs. Following an initial design test, the instrument was revised into a form having three components or parts.

Part I, the first component, solicited demographic information about the respondent: name, professional position, education, and previous experience. The respondent was also asked whether he/she currently works with handicapped children and the specific types of problems.

In the second component, Part II, "Paraprofessional Roles and Responsibilities" the focus was on identifying various duties of the paraprofessional. Items were grouped into three general categories: Planning and Preparation (IIA), General Duties (IIB), and Specific Duties (IIC). The first category (IIA) relates to duties performed outside the classroom, not involving direct child contact. General Duties (IIB) describe daily activities within the classroom, or directly-related general classroom activities, such as working with small groups or classroom cleanup. The third category, Specific Duties (IIC), includes activities which describe direct child contact, primarily of an instructional nature.

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1. A summary of the initial review of the literature is included in a separate document titled, Paraprofessionals in Early Education of the Handicapped: Literature Review and Annotated Bibliography, (ERIC November, 1977)
2. The Project Advisory Committee consisted of Public School Special Education Directors, Directors of Public and Private Child Care Centers, Child Care Personnel, and University Special Education Specialists.

A statement about a particular duty is presented, e.g. "a paraprofessional is responsible for talking with parents." The respondent then chooses the response option which best describes her/his opinion regarding the given statement from among the following: "usually," "frequently," "fairly often," "occasionally," "rarely," or "never." For the purpose of analyses, the six options were given numerical values 1 through 6 (usually = 1, frequently = 2, etc.).

In Part III, "Training Session Topics," various topics were listed and described in non-technical terms. These topics are related to responsibilities for which training sessions have been developed by the Special Projects Division. In Part IIIA, the respondent is asked to indicate whether the teacher, teacher aide, or both are responsible for dealing with the content of each session topic and whether training is needed in the topic area.

In a way, Part II and Part IIIA are somewhat similar in the dimension which they are attempting to assess. Both are measuring perceptions about the paraprofessional's responsibilities for selected activities. Part II measures "how often" the paraprofessional is responsible. Part III phrases content in terms of training session topics and assesses responsibilities and training needs of both the teacher and the aide. Further, in Part IIIB, the subject is asked to indicate whether the teacher, teacher aide, or both need training in the content of each topic area. For the purpose of analyses, the three options are given numerical values 1 through 3 (teacher = 1, aide = 2, both = 3). A copy of the Paraprofessional Survey Form is included in Appendix A. Scoring notations are shown on the form.

SAMPLE

Eight selected sites in Texas were included in this survey: Odessa, Abilene, Spring Branch, Carrizo Springs, Edcouch, Laredo, Mission, Uvalde

and Weslaco. Forms were mailed to supervisors or directors in each area with the request that they be completed by teachers and aides from the same classroom. Approximately 150 survey forms were sent; 111 subjects completed and returned the survey form. Respondents were special education classroom teachers and teacher aides in the public schools (Odessa, Abilene, Spring Branch) and teachers and teacher aides in preschool child care centers (other sites) which include handicapped children. Subjects were grouped for the purpose of analyses as follows: public school teachers (N = 29), public school teacher aides (N = 45), day care teachers (N = 20), and day care teacher aides (N = 17).

Demographic data about the four groups are shown in Table 1. Information is presented about educational level, age of pupils taught, number of years of teaching, whether or not the person had received training in special education, whether or not the respondent was currently working with handicapped children, and handicapping condition of pupils.

Visual inspection of the data (see Table 1) reveals similarities and differences in the four groups. The groups appear to be fairly similar in developmental ages of pupils taught. All work with preschool age pupils (3 - 6), or elementary school age pupils (5 - 12). In most other respects, the public school teacher group appears to stand apart from the other three groups. Public school teachers obviously have more years of education, and a higher percentage have taught for more than ten years. All have been trained in special education, and all were working specifically with the handicapped at the time of the survey. Conversely, the other three groups (public school aides, day care teachers, and day care teacher aides) were somewhat more alike in several respects. Educational attainment and the number of years of teaching were similar. Some (45%, 67%, 40%) of their

numbers were trained in special education, but not all were working with the handicapped (12%, 53%, 60%) at the time of the survey. Public school paraprofessionals seem least qualified to work with the handicapped: although 88% were working with the handicapped, only 45% had special education training. In contrast, the percentage of child care personnel who had received some type of training (67% and 40%) was greater than the percentage currently working with the handicapped (47% and 40%).

It should be noted that some of these differences are an artifact of the position and employment qualifications. Public school special education teachers are required to have a college degree, preferably in special education. Public school teacher aides are required to have a high school diploma or the equivalent (GED). Child care teachers are required to have a high school diploma (or GED), and although this is generally preferred for the aide, it is not always required. These differences show up very clearly in the educational level of respondents in this survey. Also, only special education classroom personnel were surveyed in the public schools. It was expected that 100% of the public school teachers and the aides would respond "yes" to whether they currently worked with handicapped children. In child care settings, handicapped children are included in some, but not all, classrooms with non-handicapped children. Thus a lower percentage of those stating that they work with the handicapped was expected.

TABLE 1

Part I - Demographic Characteristics of Sample

	PUBLIC SCHOOL		DAY CARE	
Variable	Teacher (N=29)	Aide (N=45)	Teacher (N=20)	Aide (N=17)
Age of Pupils Taught				
Preschool	48%	29%	100%	100%
6 - 12	52%	73%		
Education				
< High School				15%
High School/GED		34%	18%	54%
< 4 Yrs. College		59%	41%	23%
College Grad.	52%	7%	41%	7%
Grad. plus	14%			
M.A.	35%			
Years Teaching				
< 1 Year	0	3%	79%	18%
1 - 5	31%	60%	16%	59%
6 - 10	35%	33%	5%	24%
>10	35%	5%		
Training Special Ed.				
Yes	100%	45%	67%	40%
No	0	55%	33%	60%
Work With Handicapped				
Yes	100%	88%	47%	40%
No	0	12%	53%	60%
Handicapped Group				
Physical		2%		
Emotional		7%		
MR		5%		
Deaf				
LD	21%	32%		
Speech			40%	25%
Preschool*	14%		20%	
Other			10%	
Comb.	66%	55%	30%	

* Non-categorical

DATA ANALYSES

Responses on the survey form were compared for the following groups:

1. Teacher and teacher aides in the public schools
2. Teachers and teacher aides in child care setting
3. All four of the groups concurrently

Responses to each statement in Part II of the survey form were scored on a scale of 1 through 6 with a 1 indicating a rating of "usually" and a 6 indicating a rating of "never" (see page 1). Mean scores were computed for each item (statement) according to group. Group means for each item were then compared between groups on the first two analyses by an analysis of variance technique. Group means are reported for each item, and F levels are presented for those means which differ at $> .05$ significance level. The third analysis will be discussed in a leter section of this report.

Responses to each item in Part III of the survey form are scored 1 - 3 (see pages 14-16). For each group, the frequencies of each of the three choices (1, 2, or 3) were computed. These frequencies were then compared by a means of Chi Square for the first two analyses. Frequencies for each group are reported for every item, and the raw Chi Square is presented for those frequency patterns which differ at $>$ .05 level of significance.

RESULTS

COMPARISON BETWEEN PUBLIC SCHOOL TEACHERS AND AIDES

The results of the compartive analysis of item responses between public school teachers and aides are shown in Tables 2 and 3. Table 2 concerns paraprofessional roles and responsibilities. Visual inspection of the mean scores on Part II of the survey form (roles and responsibilities) indicate that, on almost every item (excluding A 10 and C 9), the means were

higher for the teacher group. In other words, teachers perceived the particular duty described as the responsibility of the aide less often than did the group of aides.

As shown in Table 2, seventeen of the thirty-four item comparisons in Part II reached statistical significance, most of these at well beyond the .01 level. These seventeen activities are:

1. Assisting the teacher in planning classroom arrangement and safety.
2. Assisting the teacher in planning individual or group activities.
3. Assisting the teacher in scheduling daily and weekly activities.
4. Participating in regular planning sessions with teacher.
5. Working with entire class as a group.
6. Supervising class during free choice activities.
7. Cleaning up classroom.
8. Using audio-visual equipment (projector, recorder, etc.).
9. Talking with parents.
10. Storytelling periods.
11. Art activities.
12. Motor activities.
13. Language activities.
14. Auditory activities.
15. Visual activities.
16. Planning activities for handicapped children.
17. Observing children for possible health or learning problems.

TABLE 2

COMPARISON BETWEEN PUBLIC SCHOOL TEACHER AND AIDES

Part II - Paraprofessional Roles and Responsibilities

Scoring: 1 = Usually; 2 = Frequently; 3 = Fairly Often; 4 = Occasionally; 5 = Rarely; 6 = Never

A. PLANNING AND PREPARATION	Teacher N=29	Aide N=45	Sign. F.	Sign. Level
The paraprofessional is responsible for:				
1. Assisting the teacher in planning classroom arrangement and safety	3.4	2.1	12.0	.0009
2. Assisting the teacher in planning individual or group activities	3.8	2.3	15.8	.0002
3. Assisting the teacher in scheduling daily and weekly activities	4.0	2.6	13.0	.0006
4. Making or preparing classroom materials (games, pictures, etc.)	2.0	1.8		
5. Reproducing or copying worksheets, tests, other printed materials	1.7	1.6		
6. Assisting teacher in checking roll and keeping records	3.7	2.9		
7. Participating in regular planning sessions with teacher	4.0	2.4	18.0	.0001
8. Participating in school/center staff meetings	2.3	2.0		
9. Participating in in-service training for teachers	2.3	1.9		
10. Participating in in-service training for paraprofessionals	1.7	2.4		
11. Receiving training from classroom teacher	2.7	2.4		
12. Receiving training from school/ center supervisor	4.0	3.9		

TABLE 2 (Cont'd.)

	Teacher N=29	Aide N=45	Sign. F.	Sign. Level
B. GENERAL DUTIES The <u>paraprofessional</u> is responsible for: 1. Assisting children in self-help skills (toileting, washing, etc.)				
2. Working with individual children	1.9	1.6		
3. Working with small groups of children	2.0	1.6		
4. Working with entire class as a group	4.0	2.6	18.4	.0001
5. Supervising class during meals or snacks	4.1	3.6		
6. Substituting for regular teacher is s/he is absent	5.1	4.4		
7. Supervising class during free choice activities	3.3	2.3	6.8	.01
8. Cleaning up classroom	3.3	2.0	14.3	.0003
9. Using audio-visual equipment (projector, recorder, etc.)	3.2	2.0	15.7	.0002
10. Talking with parents	5.1	4.2	5.1	.03

TABLE 2 (Cont'd.)

	Teacher N=29	Aide N=45	Sign. F.	Sign. Level
C. SPECIFIC DUTIES The paraprofessional is responsible for conducting:				
1. Storytelling periods	4.3	3.3	6.7	.01
2. Art activities	4.3	2.7	18.7	.0001
3. Motor activities	4.3	2.9	13.4	.0005
4. Language activities	4.2	2.5	20.0	.0000
5. Auditory activities	4.0	2.7	12.1	.0009
6. Visual activities	3.9	2.6	11.6	.0011
7. Demonstrating and assisting children in use of manipulatives (beads, pegboards, etc.)	2.7	2.1		
8. Planning activities for handicapped children	5.0	3.6	10.4	.002
9. Tutoring individual children	2.1	2.5		
10. Instructing small groups of children (remedial or supplementary activities)	2.3	2.0		
11. Observing children for possible health or learning problems	4.1	2.6	16.4	.0001
12. Conducting parent conferences	5.7	5.3		
13. Making home visits	5.4	5.1		

Table 3 concerns training session topics, responsibility (IIIA) and needs (IIIB). Public school teachers and aides were in much closer agreement about locus of responsibility in relation to the content of training session topics (Part IIIA) than they were in Part II (Table 2). Only three of 25 items generated statistically different response patterns (#7, 8, and 11). These items are: Identifying Children in Need of Referral; Finding and Using Community Resources; and Planning and Scheduling. In all cases, teachers rated the content activity as more the sole responsibility of teachers than did the aides; aides rated it more often as a joint responsibility. With very few exceptions, the teachers did not rate the aides as solely responsible, although 15% rated the aide as responsible for Making and using materials. However, the aides rated themselves as solely responsible more frequently than did the teachers.

In identifying those who need training in the content of training session topics (Part IIIB), the two groups were in fairly close agreement. Six of the 25 items generated statistically different response patterns (#7, 8, 22, 23, 24, 25). The items are: Identifying Children in Need of Referral; Finding and Using Community Resources; Listening to Learn; Learning Through Seeing; Movement and Learning; and Talking to Learn, Learning to Talk. On the first two items, teachers rated the content area as much more a training need for themselves than for aides. Aides rated the topic more often as a training need for the aides or as a joint training need. On the last four items, teachers rated the topic more often as a training need for the teacher or for both. Aides rated the topic more often as a training need for aides.

It is interesting to note that in terms of training needs, the teachers more often rated themselves in need of additional training than did the aides

(Column 1: compare T and A). On some items, over half the teachers rated themselves in need of training (Identifying Children in Need of Referral, Community Resources, Planning and Scheduling). On several items the aides rated themselves as more in need of training than did the teacher (Column 2: compare T and A). The more frequent pattern was for both teachers and aides to rate both groups as in need of training. It is not surprising that the aides rated themselves in need of training, since less than half the aides had previous training for working with the handicapped (see Part I). It, however, is surprising that the teachers rated themselves in need of training since all the teachers indicated previous training in special education. Although the survey was initially intended to identify the training needs of paraprofessionals, the teachers responding obviously feel the need for further training. The survey clearly indicates that additional research is needed to identify in-service training needs of preschool teachers of handicapped children who work in the public schools.

Interpretations for those differences in the ratings of training needs could hinge upon the respondents' view about who is responsible for the particular activity being rated. Teachers (or aides) might tend to feel that they need training in an area if they also feel that area is their sole domain of responsibility, or is a shared function. Two of these three training needs (#7 and 8) were, in fact, rated statistically different in Part II (locus of responsibility), which is consistent with the above explanation.

On the basis of this survey it can be stated that in general, public school teachers and aides differ in their perceptions about the responsibilities of the paraprofessional, particularly as locus of responsibility is measured in Part II of the survey instrument. They also differ in perceptions about "who needs training."

TABLE 3

Part III - Training Session Topics

Public School

In the following columns in which percentage of responses are shown, Teachers = 1, Aides = 2, Both = 3.

Instructions

In the left hand column titled, "Whose Responsibility?" please check whether the topic is the responsibility of the teacher, the assistant teacher, or both.

In the right hand column titled, "Training Needs," please check whether you feel training is needed for the teacher, the assistant teacher, or both.

Respondent by rows: T = Teacher, A = Aide
Response by columns: 1 = Teacher
2 = Aide
3 = Both

	A WHOSE RESPONSIBILITY?						B TRAINING NEEDS					
	1	2	3	Raw Chi Sq.	Sign. Level			1	2	3	Raw Chi Sq.	Sign. Level
T	6%	0	94%			TEACHERS & ASSISTANTS - WORKING TOGETHER	T	7%	13%	80%		
A	8%	0	92%				A	0	19%	81%		
T	21%	5%	74%			HANDICAPPED LIKE ME	T	0	33%	67%		
A	13%	13%	74%				A	5%	37%	58%		
T	60%	0	40%			UNDERSTANDING PARENTS OF HANDICAPPED CHILDREN	T	40%	13%	47%		
A	42%	0	59%				A	9%	26%	65%		
T	10%	0	90%			SAFETY PRECAUTIONS	T	23%	0	77%		
A	5%	3%	93%				A	22%	0	78%		

TABLE 3 (Cont'd.)

	A WHOSE RESPONSIBILITY? 1	2	3	Raw Chi Sq.	Sign. Level		B TRAINING NEEDS 1	2	3	Raw Chi Sq.	Sign. Level
						LEGAL ASPECTS					
T	53%	0	47%				T 36%	0	64%		
A	41%	0	60%				A 15%	8%	77%		
						CHILDREN AND HEALTH					
T	47%	0	53%				T 33%	8%	58%		
A	30%	3%	68%				A 5%	15%	80%		
						IDENTIFYING CHILDREN IN NEED OF REFERRAL					
T	85%	0	15%				T 67%	8%	25%		
A	56%	0	44%	3.8	.05		A 12%	35%	54%	12.3	.002
						COMMUNITY RESOURCES					
T	80%	5%	15%				T 57%	0	43%		
A	46%	3%	51%	7.2	.03		A 20%	16%	64%	6.7	.03
						EMERGENCY CHILD AID					
T	0	0	100%				T 6%	6%	88%		
A	5%	0	95%				A 0	13%	87%		
						CLASSROOM MANAGEMENT					
T	35%	0	65%				T 7%	7%	86%		
A	19%	2%	79%				A 10%	33%	57%		
						PLANNING AND SCHEDULING					
T	85%	0	15%				T 54%	15%	31%		
A	54%	0	47%	4.6	.03		A 33%	33%	33%		
						ADAPTING CLASSROOMS FOR THE HANDICAPPED					
T	63%	0	37%				T 36%	14%	50%		
A	35%	5%	60%				A 28%	33%	39%		
						USING MATERIALS AND EQUIPMENT					
T	20%	0	80%				T 11%	16%	74%		
A	18%	10%	73%				A 17%	39%	44%		
						BEHAVIOR PROBLEMS					
T	20%	0	80%				T 6%	11%	83%		
A	29%	0	71%				A 0	34%	66%		

TABLE 3 (Cont'd.)

	A WHOSE RESPONSIBILITY? 1	2	3	Raw Chi Sq.	Sign. Level		B TRAINING NEEDS 1	2	3	Raw Chi Sq.	Sign. Level
T	0	15%	85%			MAKING AND USING LEARNING MATERIALS	T 0	24%	77%		
A	14%	10%	76%				A 10%	30%	60%		
T	6%	6%	88%			PLAYGROUND & OUTDOOR ACTIVITIES	T 0	15%	85%		
A	18%	21%	61%				A 16%	26%	58%		
T	37%	5%	58%			LANGUAGE DEVELOPMENT THROUGH STORYTELLING	T 31%	13%	56%		
A	33%	5%	63%				A 17%	44%	39%		
T	21%	7%	71%			SELF-HELP SKILLS	T 33%	0	67%		
A	9%	22%	69%				A 30%	0	70%		
T	33%	0	67%			THREE AND UNDER	T 0	0	100%		
A	38%	0	62%				A 20%	27%	53%		
T	70%	0	30%			THE PRESCHOOLER	T 43%	14%	43%		
A	60%	0	40%				A 20%	33%	47%		
T	41%	0	54%			THE ELEMENTARY YEARS	T 27%	13%	60%		
A	59%	0	46%				A 15%	40%	45%		
T	42%	5%	53%			LISTENING TO LEARN	T 19%	13%	69%		
A	32%	0	68%				A 10%	54%	37%	7.3	.03
T	42%	5%	53%			LEARNING THROUGH SEEING	T 19%	13%	69%		
A	29%	0	71%				A 7%	50%	43%	6.7	.04
T	35%	5%	60%			MOVEMENT AND LEARNING	T 24%	12%	65%		
A	27%	0	73%				A 11%	49%	41%	6.3	.04
T	42%	0	58%			TALKING TO LEARN AND LEARNING TO TALK	T 29%	12%	59%		
A	21%	0	79%				A 12%	46%	42%	6.1	.05

COMPARISON BETWEEN DAY CARE TEACHERS AND AIDES

The results of the comparative analysis of item responses between day care teachers and aides are shown in Table 4. Visual inspection of the mean scores on Part II of the survey form indicates that mean scores for the two groups are very similar, and that on most of the items the ratings are low; i.e. rated as "frequently" or "fairly often" the responsibility of the aide. The mean scores on only one item were statistically different: "Receiving training from school/center supervision" (A12). Teachers rated this activity as more often appropriate for aides than did the aides themselves.

Table 5 presents a comparison between teachers and aides regarding training session topics. On Part IIIA, in which respondents were asked to identify locus of responsibility in relation to the content of training session topics, the responses of the two groups were again very similar. No statistically different response patterns were found on the twenty-five items.

On Part IIIB, teachers and aides were in close agreement in identifying those who need training in the content of specific session topics. On twenty-five items, the response patterns of only two were found to be statistically significant: Legal Aspects and Health. Teachers rated the content of these two items as training needs for teachers more often than did the aides; aides rated them more often as a training need for aides or for both than did the teachers. These two item patterns are possibly another way of identifying the small degree of difference which exists between these two groups in perceptions about locus of responsibility. On only one item (Playground) did aides rate teachers in need of training, an interesting contrast to public school aides who rated teachers in need of training more often.

In general, day care teachers and aides are in almost total agreement in perceptions about responsibilities of the aide, as measured by both Part II and Part IIIA of the survey instrument (reflected in Tables 4 and 5). They are also in extremely close agreement in perceptions about "who needs training."

TABLE 4

COMPARISON BETWEEN DAY CARE TEACHERS AND AIDES IN DAY CARE SETTINGS

Part II - Paraprofessional Roles and Responsibilities

Scoring: 1 = Usually; 2 = Frequently; 3= Fairly Often; 4 = Occasionally; 5 = Rarely; 6 = Never

A. PLANNING AND PREPARATION	Teacher N=20	Aide N=16	Sign. F.	Sign. Level
The paraprofessional is responsible for:				
1. Assisting the teacher in planning classroom arrangement and safety	1.7	1.8		
2. Assisting the teacher in planning individual or group activities	2.0	1.9		
3. Assisting the teacher in scheduling daily and weekly activities	2.0	1.8		
4. Making or preparing classroom materials (games, pictures, etc.)	1.8	1.6		
5. Reproducing or copying worksheets, tests, other printed materials	2.2	2.5		
6. Assisting teacher in checking roll and keeping records	1.9	1.7		
7. Participating in regular planning sessions with teacher	2.0	1.8		
8. Participating in school/center staff meetings	1.8	1.9		
9. Participating in in-service training for teachers	2.4	1.9		
10. Participating in in-service training for paraprofessionals	2.4	2.1		
11. Receiving training from classroom teacher	2.6	3.3		
12. Receiving training from school/ center supervisor	2.3	3.9	1.2	.002

TABLE 4 (Cont'd.)

B. GENERAL DUTIES	Teacher N=20	Aide N=16	Sign. F.	Sign. Level
The paraprofessional is responsible for:				
1. Assisting children in self-help skills (toileting, washing, etc.)				
2. Working with individual children	2.0	1.9		
3. Working with small groups of children	1.8	1.3		
4. Working with entire class as a group	1.9	1.7		
5. Supervising class during meals or snacks	1.7	1.4		
6. Substituting for regular teacher if s/he is absent	2.3	2.1		
7. Supervising class during free choice activities	1.7	1.8		
8. Cleaning up classroom	1.8	1.6		
9. Using audio-visual equipment (projector, recorder, etc.)	2.5	2.4		
10. Talking with parents	2.3	2.1		

TABLE 4 (Cont'd.)

C. SPECIFIC DUTIES	Teacher N=20	Aide N=16	Sign. F.	Sign. Level
The paraprofessional is responsible for conducting:				
1. Storytelling periods	2.1	2.0		
2. Art activities	1.9	1.8		
3. Motor activities	2.0	1.5		
4. Language activities	2.2	1.9		
5. Auditory activities	1.9	1.9		
6. Visual activities	2.1	1.6		
7. Demonstrating and assisting children in use of manipulatives (beads, pegboards, etc.)	2.2	1.8		
8. Planning activities for handicapped children	3.9	4.1		
9. Tutoring individual children	3.0	2.5		
10. Instructing small groups of children (remedial or supplementary activities)	2.2	2.1		
11. Observing children for possible health or learning problems	2.3	1.8		
12. Conducting parent conferences	2.9	3.8		
13. Making home visits	2.4	2.9		

TABLE 5

PART III - Training Session Topics

Day Care

In the following columns in which percentage of responses are shown, Teachers = 1, Aides = 2, Both = 3.

Instructions

In the left hand column titled, "Whose Responsibility?" please check whether the topic is the responsibility of the teacher, the assistant teacher or both.

In the right hand column titled, "Training Needs," please check whether you feel training is needed for the teacher, the assistant teacher, or both.

Respondent by rows: T = Teacher, A = Aide
Response by columns: 1 = Teacher
2 = Aide
3 = Both

	A WHOSE RESPONSIBILITY?						B TRAINING NEEDS					
	1	2	3	Raw Chi Sq.	Sign. Level			1	2	3	Raw Chi Sq.	Sign. Level
T	45%	5%	50%			TEACHERS AND ASSISTANTS - WORKING TOGETHER	T	33%	22%	44%		
A	44%	0	56%				A	0	25%	75%		
T	33%	0	67%			HANDICAPPED LIKE ME	T	21%	7%	71%		
A	42%	0	58%				A	0	27%	73%		
T	17%	0	83%			UNDERSTANDING PARENTS OF HANDICAPPED CHILDREN	T	20%	33%	67%		
A	31%	0	69%				A	0	25%	75%		
T	15%	0	85%			SAFETY PRECAUTIONS	T	17%	17%	67%		
A	0	8%	91%				A	0	17%	83%		

TABLE 5 (Cont'd.)

	1	2	3	Raw Chi Sq.	Sign. Level			1	2	3	Raw Chi Sq.	Sign. Level
T A	41% 51%	0 0	59% 49%			LEGAL ASPECTS	T A	40% 0	10% 17%	50% 83%	5.9	.05
T A	28% 14%	0 0	72% 86%			CHILDREN AND HEALTH	T A	36% 0	9% 23%	55% 77%	5.9	.05
T A	29% 29%	0 0	71% 71%			IDENTIFYING CHILDREN IN NEED OF REFERRAL	T A	21% 0	7% 23%	71% 77%		
T A	31% 64%	0 0	69% 36%			COMMUNITY RESOURCES	T A	31% 0	8% 23%	62% 77%		
T A	20% 13%	0 9%	80% 80%			EMERGENCY CHILD AID	T A	33% 0	17% 21%	50% 79%		
T A	20% 0	0 6%	52% 94%			CLASSROOM MANAGEMENT	T A	27% 0	27% 25%	46% 75%		
T A	30% 18%	0 6%	54% 75%			PLANNING AND SCHEDULING	T A	30% 0	30% 18%	40% 82%		
T A	33% 20%	0 0	67% 80%			ADAPTING CLASSROOMS FOR THE HANDICAPPED	T A	31% 0	8% 20%	62% 80%		
T A	37% 20%	0 7%	63% 73%			USING MATERIALS AND EQUIPMENT	T A	21% 0	7% 15%	71% 85%		
T A	20% 7%	0 7%	80% 86%			BEHAVIOR PROBLEMS	T A	15% 0	15% 33%	69% 67%		

TABLE 5 (Cont'd.)

		1	2	3	Raw Chi Sq.	Sign. Level			1	2	3	Raw Chi Sq.	Sign. Level
	T	21%	0	79%			MAKING AND USING LEARNING MATERIALS	T	9%	9%	82%		
	A	13%	7%	80%				A	0	20%	80%		
	T	21%	0	79%			PLAYGROUND AND OUTDOOR ACTIVITIES	T	18%	9%	73%		
	A	7%	0	93%				A	9%	18%	73%		
	T	21%	5%	74%			LANGUAGE DEVELOPMENT THROUGH STORYTELLING	T	18%	18%	64%		
	A	47%	7%	47%				A	0	25%	75%		
	T	11%	6%	83%			SELF-HELP SKILLS	T	11%	22%	67%		
	A	7%	13%	80%				A	0	22%	78%		
	T	20%	0	80%			THREE AND UNDER	T	8%	23%	69%		
	A	15%	8%	77%				A	0	10%	90%		
	T	33%	0	67%			THE PRESCHOOLER	T	8%	17%	75%		
	A	36%	7%	57%				A	0	8%	92%		
	T	39%	0	62%			THE ELEMENTARY YEARS	T	18%	0	82%		
	A	67%	0	33%				A	0	18%	82%		
	T	29%	0	71%			LISTENING TO LEARN	T	14%	21%	64%		
	A	29%	0	71%				A	0	27%	73%		
	T	38%	0	63%			LEARNING THROUGH SEEING	T	31%	8%	62%		
	A	29%	0	71%				A	0	20%	80%		
	T	26%	0	74%			MOVEMENT AND LEARNING	T	9%	18%	73%		
	A	13%	6%	81%				A	0	25%	75%		
	T	32%	0	68%			TALKING TO LEARN AND LEARNING TO TALK	T	17%	8%	75%		
	A	33%	7%	60%				A	0	15%	85%		

COMPARISON OF FOUR GROUPS: PUBLIC SCHOOL AND CHILD CARE TEACHERS AND AIDES

In the first two analyses, it was found that teachers and aides in public school differed in their responses on the survey instrument more often than did teachers and aides in day care settings. Further, inspection of the means on Part II, Roles and Responsibilities for all four groups (see Tables 2 and 4) suggest that public school teachers were uniquely different in their responses from the other three groups, and that the other three groups were overall very similar in their ratings. Therefore, data from Part II of the survey instrument was submitted to a Double Classification Analysis of Variance in order to test for the combined effects of simultaneous classification by both professional position and setting.

The results of the two-way comparative analyses of the four groups are shown in Table 6. One pattern predominates in the data. In most cases, the items means for the public school teacher group are higher than for the other three groups. This finding indicates that public school teachers rated the activities as less often the responsibility of the aide than did the other three groups. Eleven of the 34 item comparisons reached statistical significance. These items were: assisting the teacher in planning classroom arrangement and safety; assisting the teacher in planning individual or group activities; receiving training from school/center supervisor; working with individual children; working with small groups of children; working with entire class as a group; supervising class during free choice activities.

TABLE 6

COMPARISON OF FOUR GROUPS: PUBLIC SCHOOL AND CHILD CARE TEACHERS AND AIDES

Part II - Paraprofessional Roles and Responsibilities

Scoring: 1 = Usually; 2 = Frequently; 3 = Fairly Often; 4 = Occasionally; 5 = Rarely; 6 = Never

	Public School		Day Care			
A. PLANNING AND PREPARATION	Teacher N=29	Aide N=45	Teacher N=20	Aide N=16	Sign. F.	Sign. Level
The paraprofessional is responsible for:						
1. Assisting the teacher in planning classroom arrangement and safety	3.4	2.1	1.7	1.8	5.3	.02
2. Assisting the teacher in planning individual or group activities	3.8	2.3	2.0	1.9	5.0	.03
3. Assisting the teacher in scheduling daily and weekly activities	4.0	2.6	2.0	1.8		
4. Making or preparing classroom materials (games, pictures, etc.)	2.0	1.8	1.8	1.6		
5. Reproducing or copying worksheets, tests, other printed materials	1.7	1.6	2.2	2.5		
6. Assisting teacher in checking roll and keeping records	3.7	2.9	1.9	1.7		
7. Participating in regular planning sessions with teacher	4.0	2.4	2.0	1.8		
8. Participating in school/center staff meetings	2.3	2.0	1.8	1.9		
9. Participating in in-service training for teachers	2.3	1.9	2.4	1.9		
10. Participating in in-service training for paraprofessionals	1.7	2.4	2.4	2.1		
11. Receiving training from classroom teacher	2.7	2.4	2.6	3.3		
12. Receiving training from school/center supervisor	4.0	3.9	2.3	3.9	7.3	.008

TABLE 6 (Cont'd.)

B. GENERAL DUTIES	Public School Teacher N=29	Public School Aide N=45	Day Care Teacher N=20	Day Care Aide N=16	Sign. F.	Sign. Level
The paraprofessional is responsible for:						
1. Assisting children in self-help skills (toileting, washing, dressing, etc.)						
2. Working with individual children	1.9	1.6	2.0	1.9	4.1	.05
3. Working with small groups of children	2.0	1.6	1.8	1.3	6.4	.01
4. Working with entire class as a group	4.0	2.6	1.9	1.7	15.0	.001
5. Supervising class during meals or snacks	4.0	3.6	1.7	1.4		
6. Substituting for regular teacher if s/he is absent	5.1	4.4	2.3	2.1		
7. Supervising class during free choice activities	3.3	2.3	1.7	1.8	4.1	.05
8. Cleaning up classroom	3.3	2.0	1.8	1.6		
9. Using audio-visual equipment (projector, recorder, etc.)	3.2	2.0	2.5	2.4		
10. Talking with parents	5.1	4.2	2.3	2.1		

TABLE 6 (Cont'd.)

C. SPECIFIC DUTIES	Public School Teacher N=29	Public School Aide N=45	Day Care Teacher N=20	Day Care Aide N=16	Sign. F.	Sign. Level
The paraprofessional is responsible for conducting:						
1. Storytelling periods	4.3	3.3	2.1	2.0		
2. Art activities	4.3	2.7	1.9	1.8	7.5	.007
3. Motor activities	4.3	2.9	2.0	1.5		
4. Language activities	4.2	2.5	2.2	1.9	4.3	.04
5. Auditory activities	4.0	2.7	1.9	1.9	3.8	.05
6. Visual activities	3.9	2.6	2.1	1.6		
7. Demonstrating and assisting children in use of manipulatives (beads, peg-boards, etc.)	2.7	2.1	2.2	1.8		
8. Planning activities for handicapped children	5.0	3.6	3.9	4.1		
9. Tutoring individual children	2.1	2.5	3.0	2.5		
10. Instructing small groups of children (remedial or supplementary activities)	2.3	2.0	2.2	2.1		
11. Observing children for possible health or learning problems	4.2	2.6	2.3	1.8		
12. Conducting parent conferences	5.7	5.3	2.9	3.8	5.0	.03
13. Making home visits	5.4	5.1	2.4	2.9		

The item comparisons for which the statistical differences were obtained among the four groups are plotted in Figures 1 - 11. The most common pattern is that exemplified in Figures 1, 2, 6, 7, 8, 9 and 10. The activities and responsibilities for which differences were found were: Classroom Management and Safety, Individual or Group Activity, Working with the Entire Class, Supervising During Free Choice, Art Activities, Language Activities and Auditory Activities. In these cases, the activity described in each statement is rated as the responsibility of the aide less often by the public school teacher than by the other three groups. The ratings of the other three groups are usually very close in magnitude, as indicated by the degree to which the line upon which the aide ratings are marked is horizontal, and the proximity of the points representing the ratings of day care personnel. Qualitatively, as somewhat of a simplification public school teachers tended to rate the activity as "occasionally" or "fairly often" the duty of the aide; the other groups tended to rate it as "frequently" the aide's responsibility. (See individual figures for exact qualitative interpretations of each activity.)

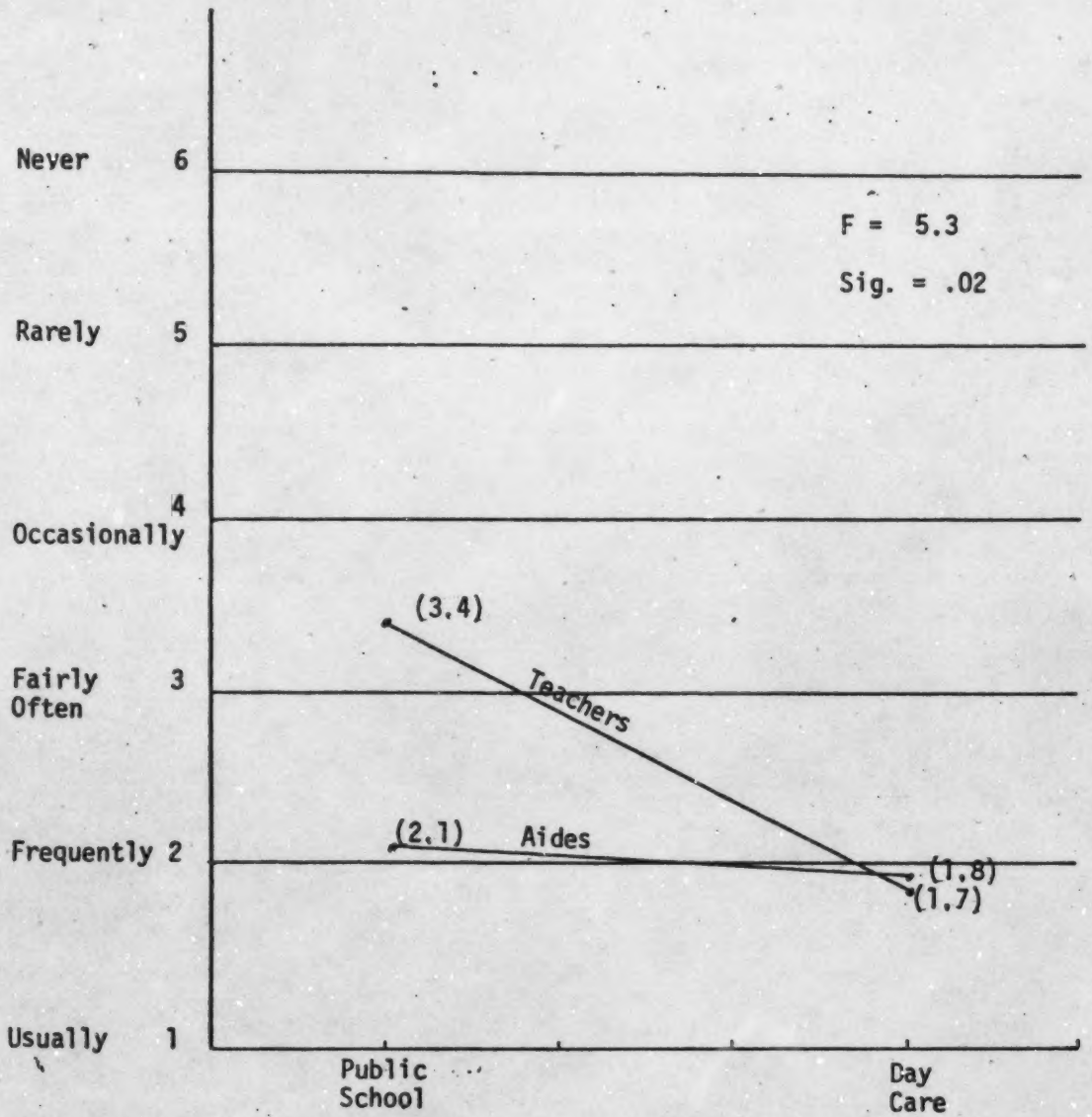
Figures 3 and 11 are also very similar but demonstrate a different response trend from that described above. In Figure 3, the ratings of public school personnel and day care aides are very similar. Day care teachers, however, are discrepant. This group views training from supervisors as appropriate for aides much more often (i.e. "frequently") than do the other three groups (who tended to rate it "occasionally"). In Figure 11, the ratings by day care teachers is, again, the most discrepant of the four. This pattern indicates that day care teachers view parent conferences as the responsibility of the aide more often (i.e. "fairly often") than do the other three groups. Day care aides, however, also view them as more often

(i.e. "occasionally") the aide's responsibility than do public school personnel (who tended to rate "rarely" or "never").

Figures 4 and 5 are somewhat similar. In both cases, the two lines representing teacher ratings and aide ratings are almost parallel. Aides from both public school and day care settings, however, tend to rate the specified activity as more often the responsibility of the aide than do teachers from either setting. However, all four groups rated the duties as "frequently," or even more often, the responsibility of the aide.

PART II A: PLANNING AND PREPARATION

FIGURE 1: CLASSROOM ARRANGEMENT AND SAFETY



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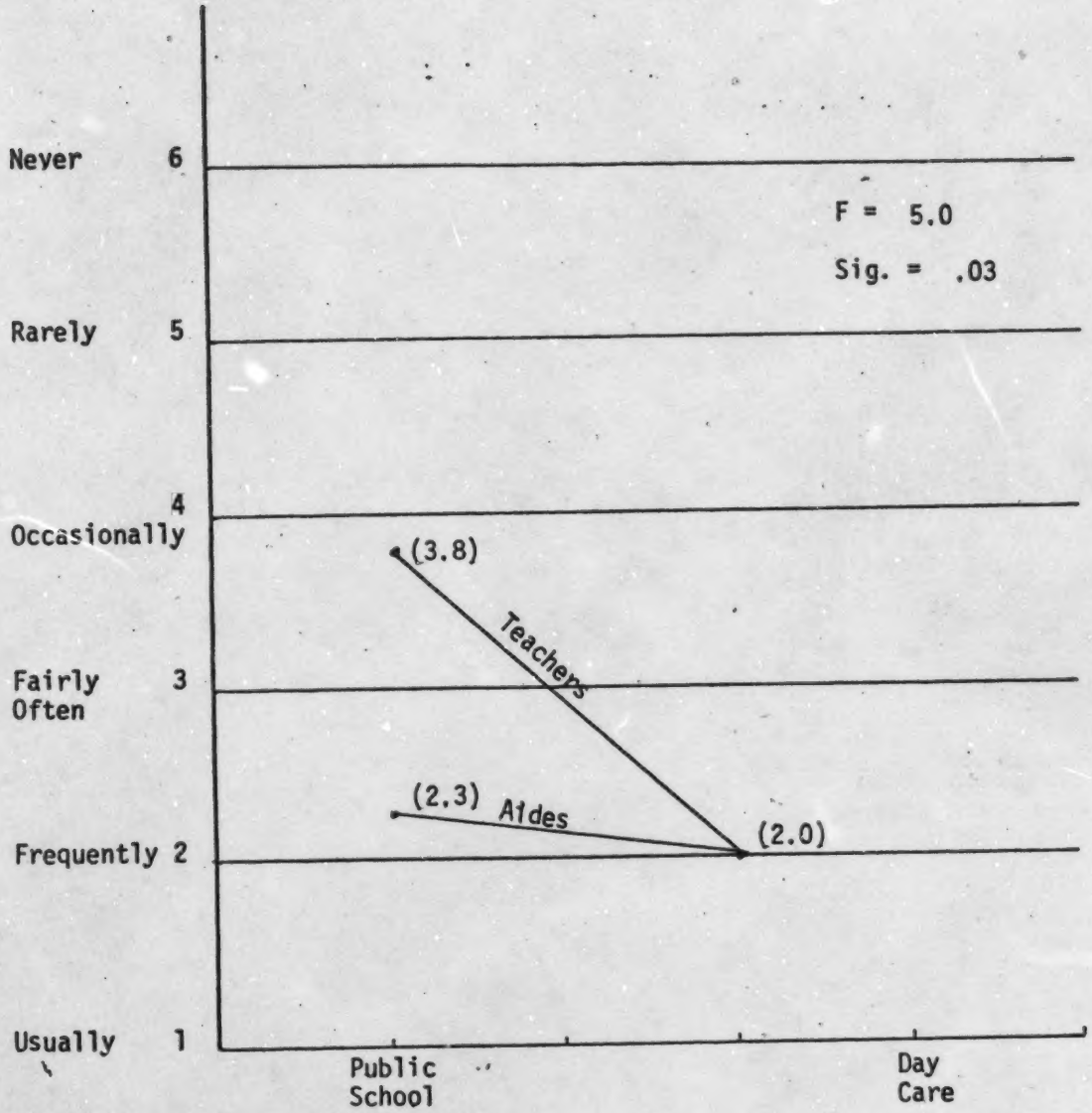
(Setting X Profession)

PART II A: PLANNING AND PREPARATION

FIGURE 2: INDIVIDUAL OR GROUP ACTIVITY



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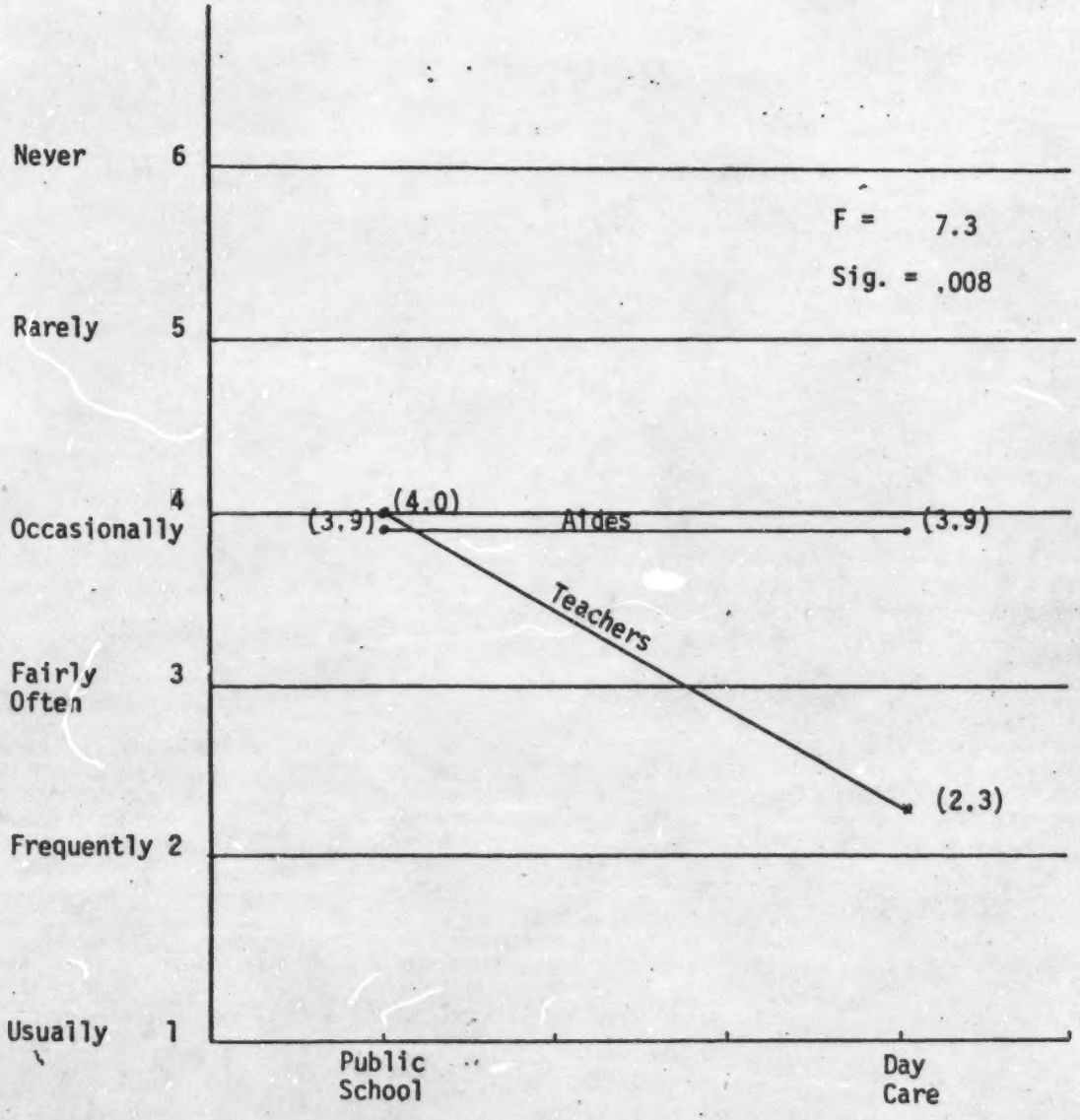
PART II A: PLANNING AND PREPARATION

FIGURE 3: TRAINING FROM SUPERVISOR



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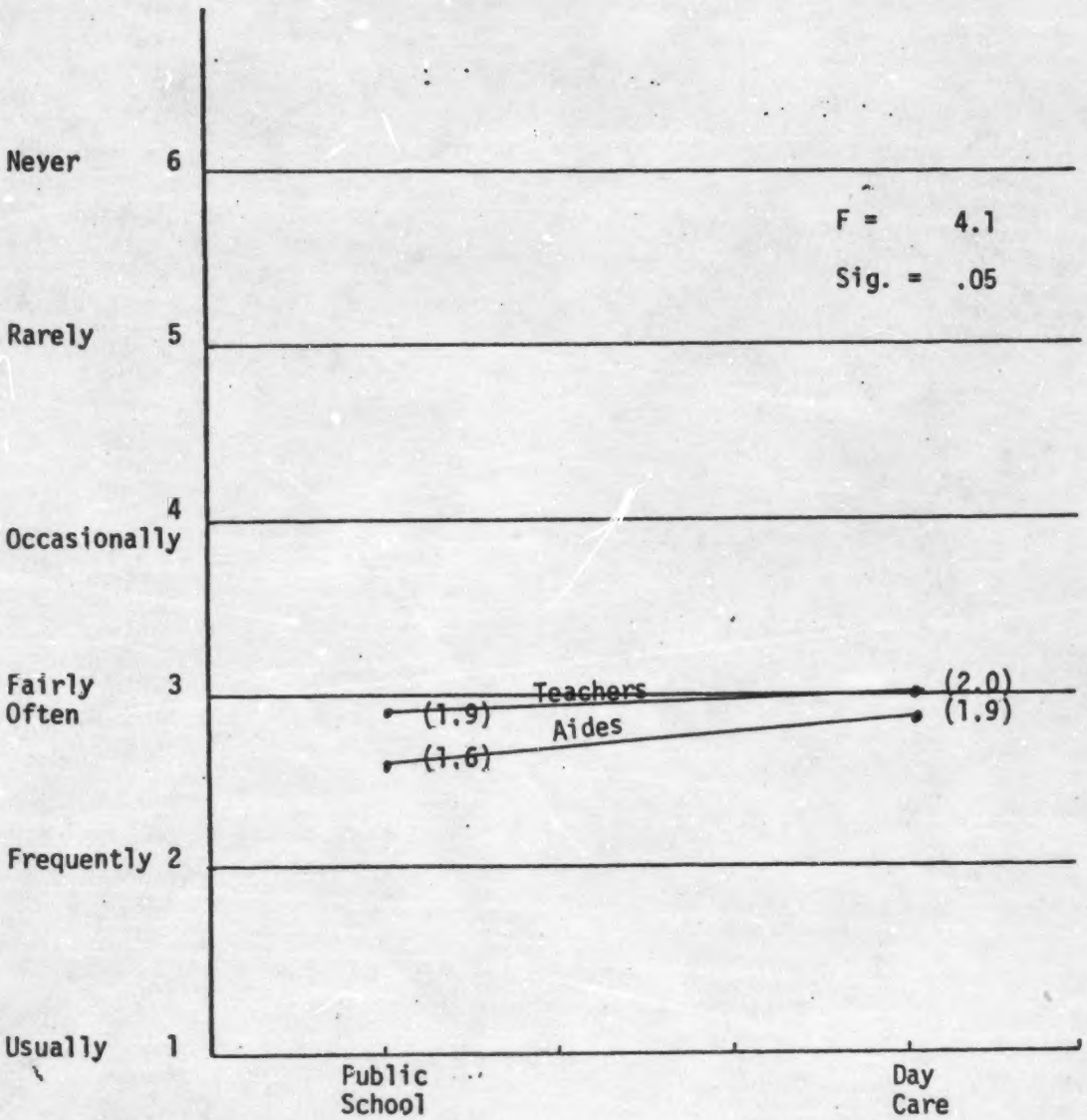
PART II B: GENERAL DUTIES

FIGURE 4: WORK WITH INDIVIDUAL CHILDREN



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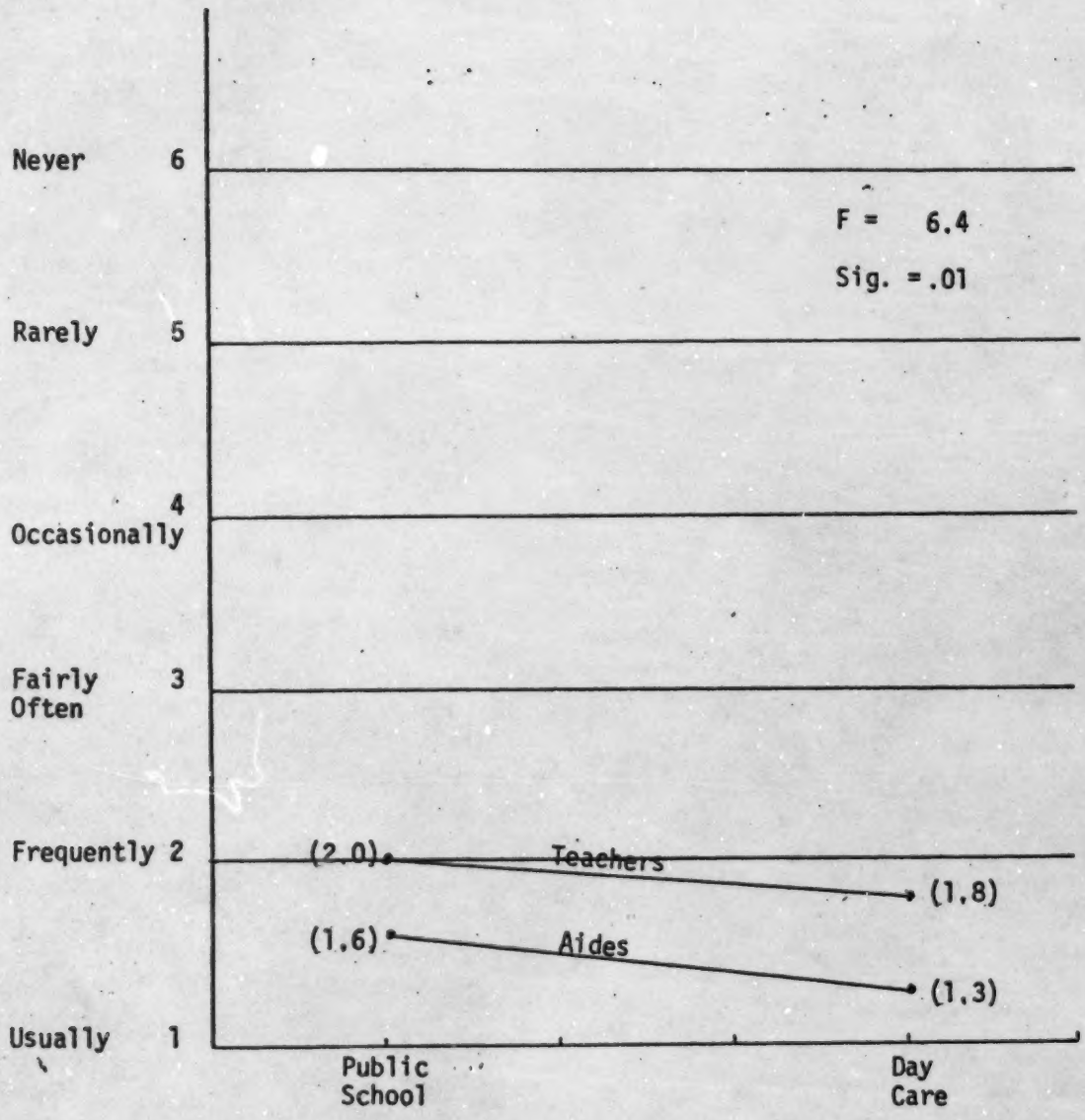
PART II B: GENERAL DUTIES

FIGURE 5: WORK WITH SMALL GROUPS



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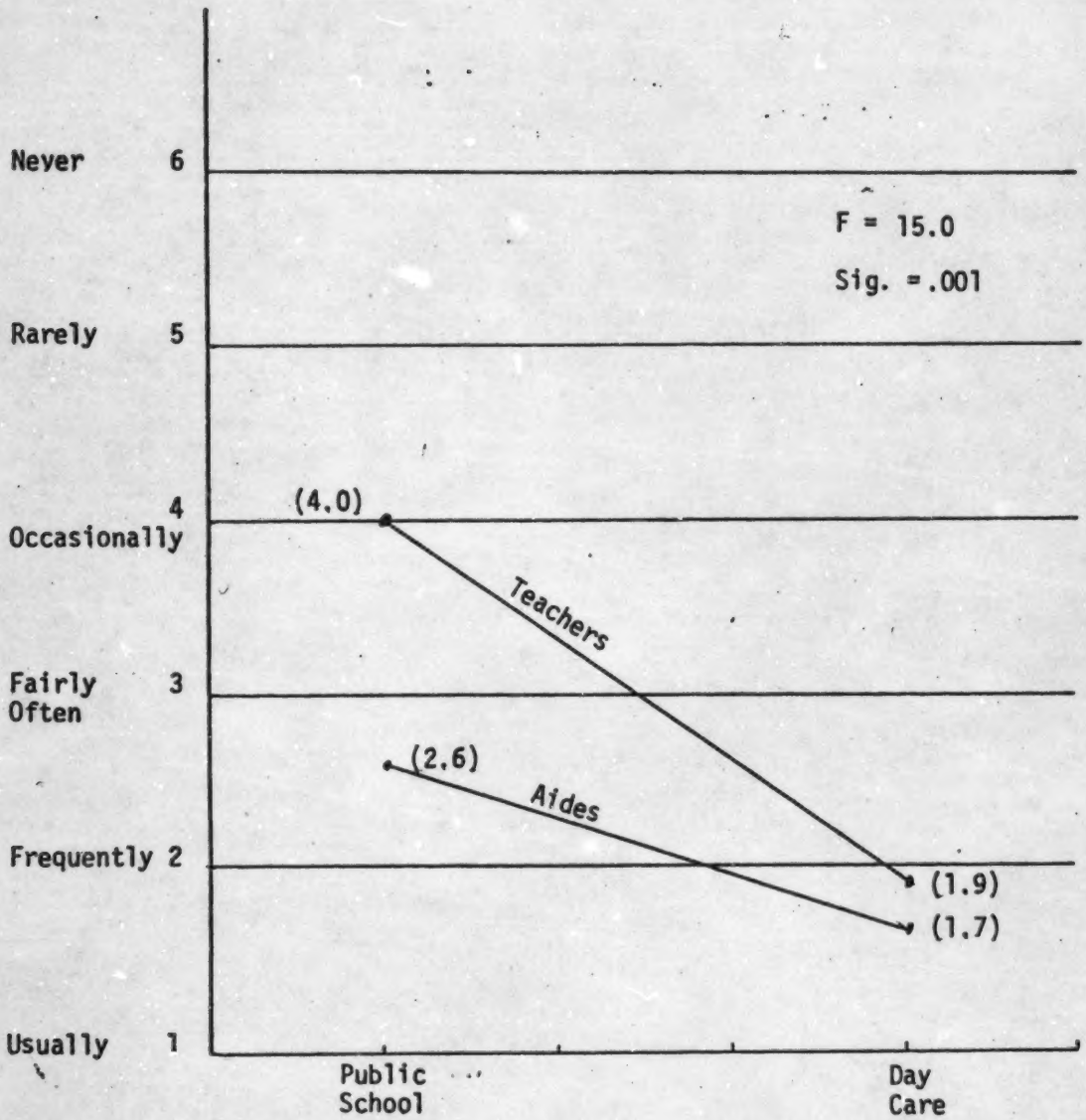
PART II B: GENERAL DUTIES

FIGURE 6: WORK WITH ENTIRE CLASS



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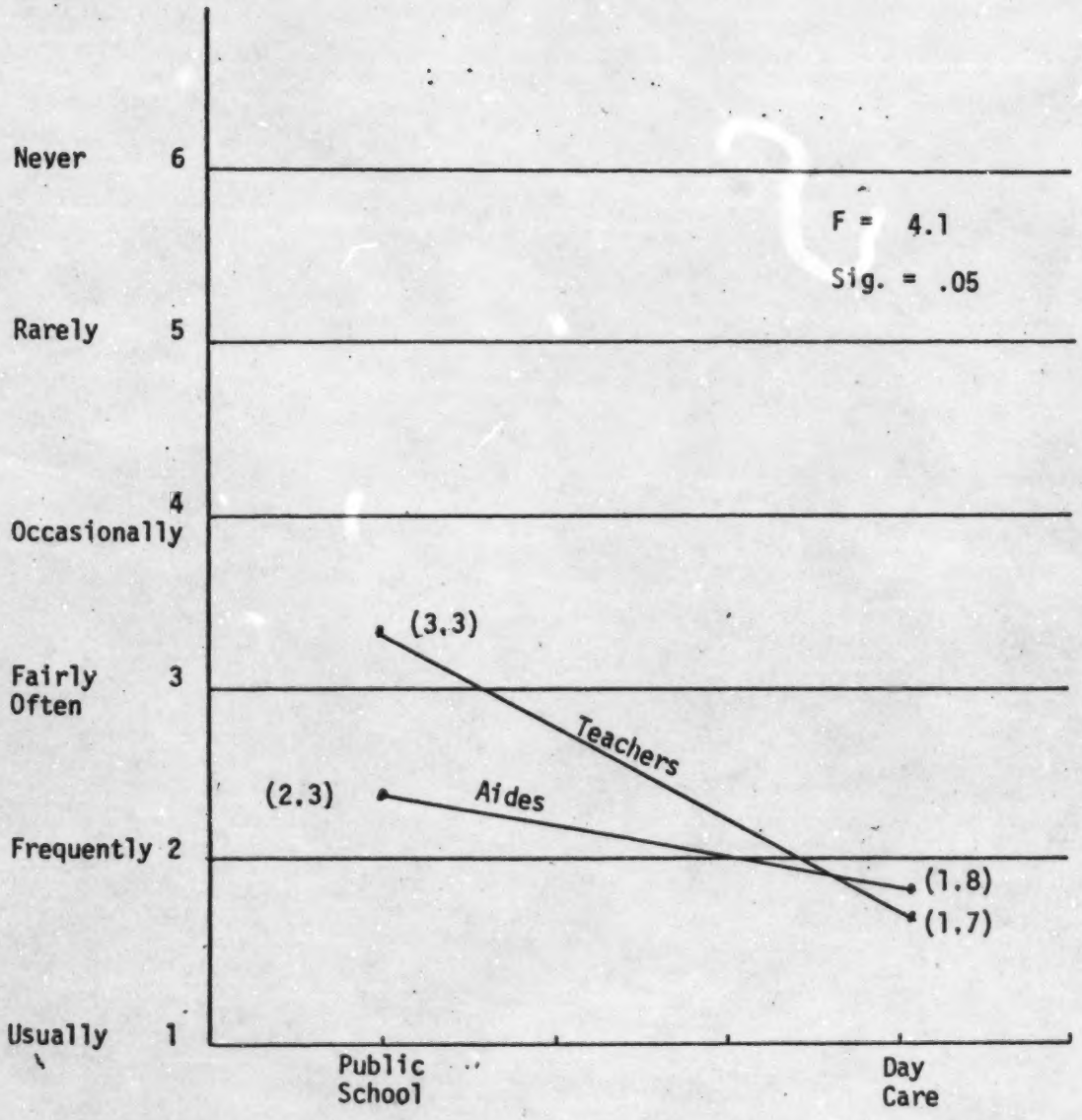
PART II B: GENERAL DUTIES

FIGURE 7: SUPERVISING DURING FREE CHOICE



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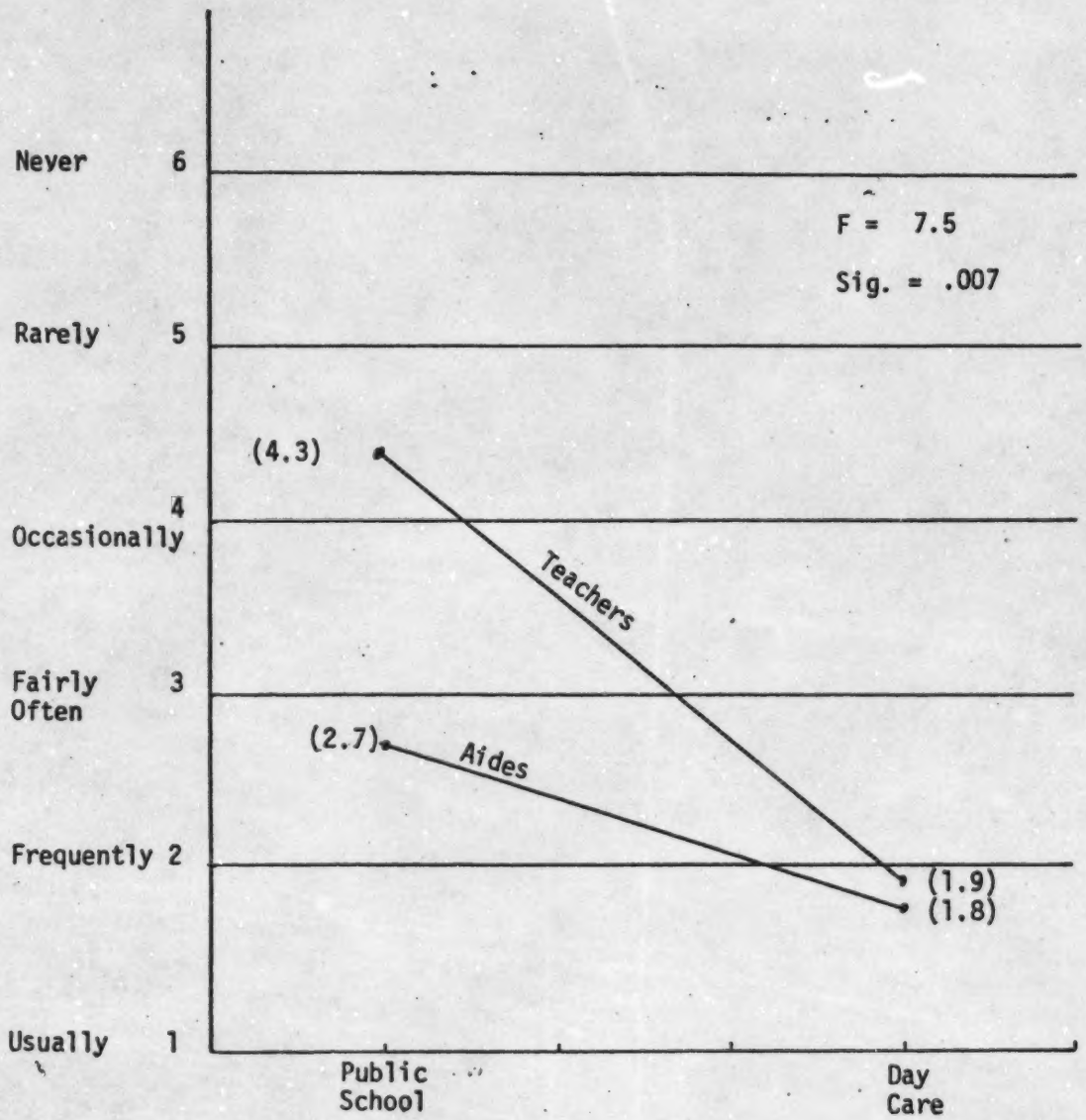
PART II C: SPECIFIC DUTIES

FIGURE 8: ART ACTIVITIES



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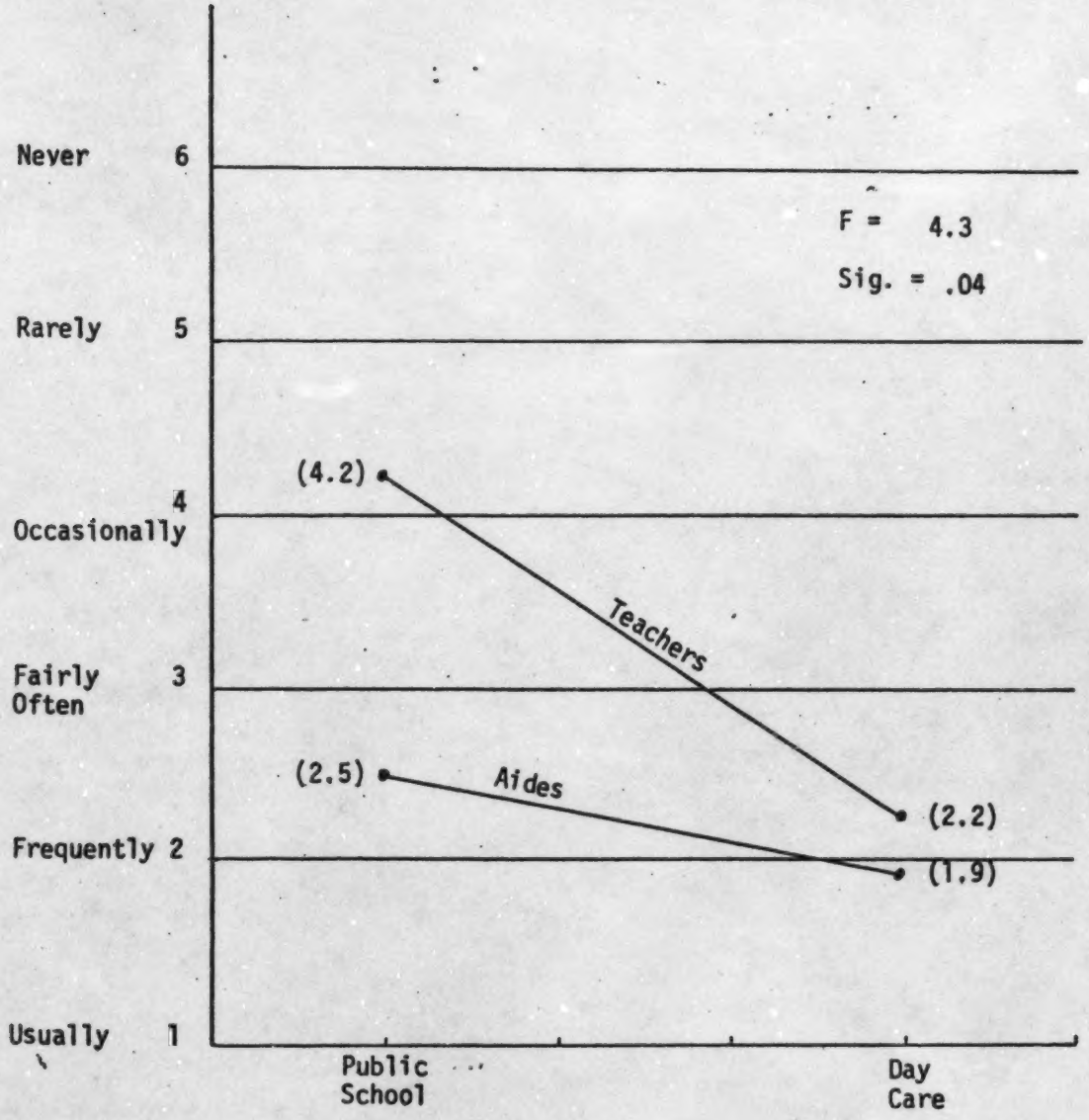
PART II C: SPECIFIC DUTIES

FIGURE 9: LANGUAGE ACTIVITIES



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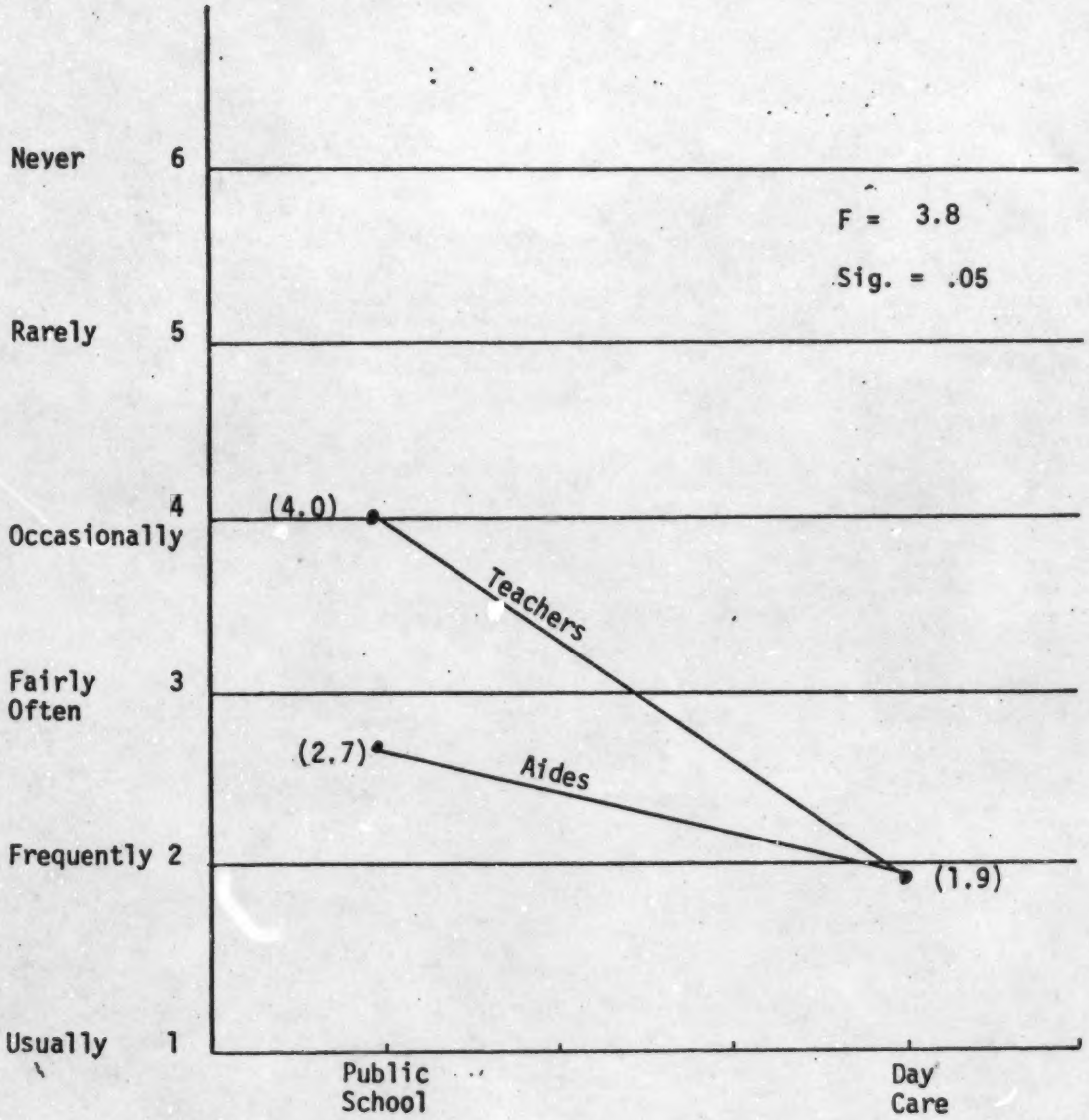
PART II C: SPECIFIC DUTIES

FIGURE 10: AUDITORY ACTIVITIES



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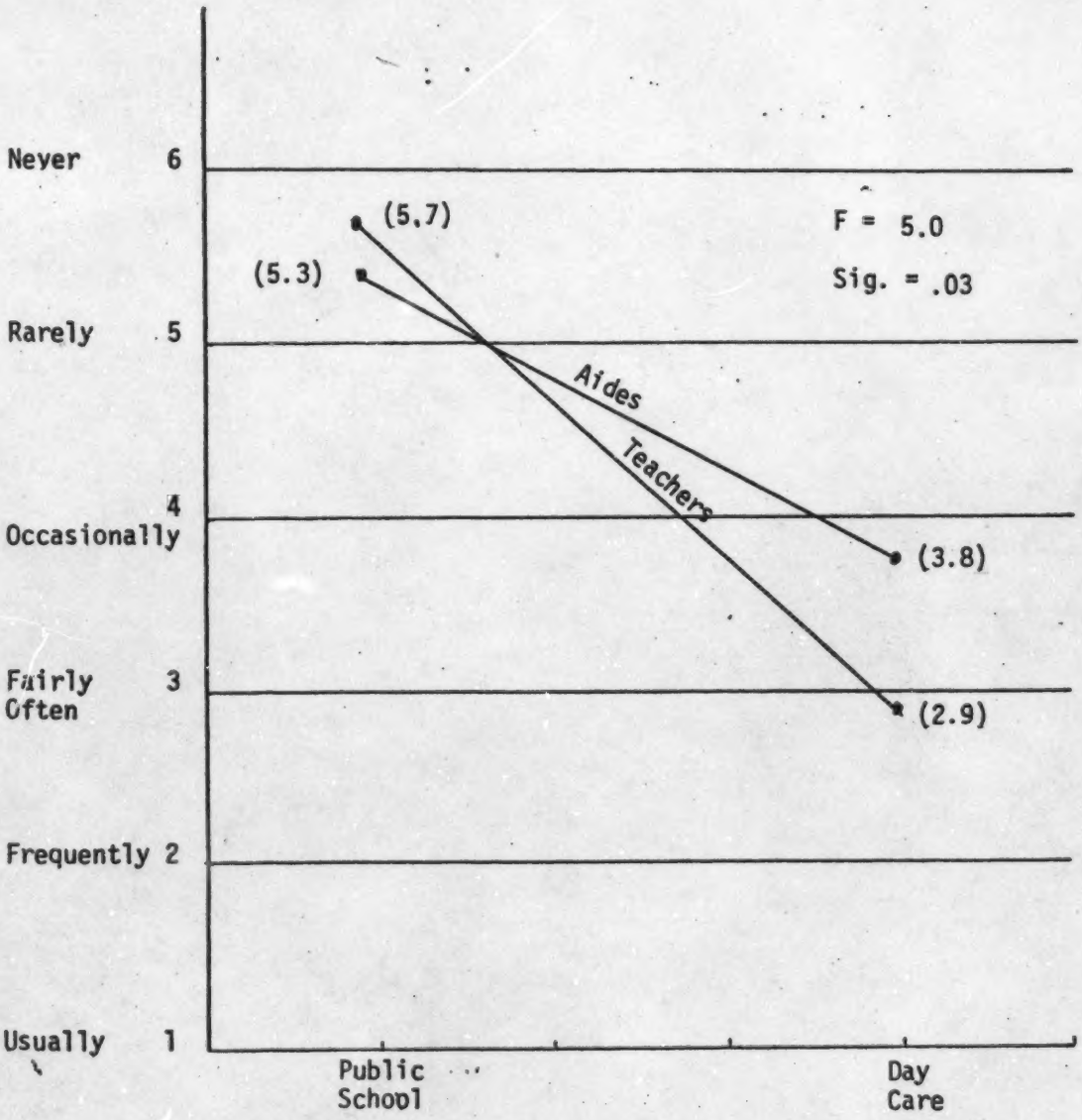
PART II C: SPECIFIC DUTIES

FIGURE 11: PARENT CONFERENCES



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SUMMARY AND IMPLICATIONS

To identify the responsibilities and training needs of paraprofessionals who work with handicapped children, over 100 Teachers and Aides employed in Public School and Day Care settings were surveyed.

Of the Public School respondants (29 Teachers; 45 Aides), 48% of the Teachers and 29% of the Aides were employed in preschool special education classes, and 52% of the Teachers and 73% of the Aides worked with 6 to 12 year olds in special education settings. All (100%) of the Day Care respondants (20 Teachers; 17 Aides) were employed in preschool centers serving handicapped and non-handicapped children. There were obvious differences in the educational background of the Teachers (College graduates: Public School = 100%; Day Care = 41%) as well as the Aides (College degree or some college: Public School = 66%; Day Care = 30%). Among Day Care Aides, 15% had not completed a high school education or the GED. Similar differences also existed in terms of previous experience. All of the Public School Teachers had one or more years of previous experience and 35% had more than 10 years. In contrast, 79% of the Day Care Teachers were in their first year of teaching and no one had ten years of experience. Public School Aides were also more experienced than Day Care Aides. Thus, the Public School Teachers and Aides differed considerably from the Day Care Teachers and Aides. The Public School personnel had more years of formal education, more experience, and more training in special education.

Teachers and Aides in both settings (Public School and Day Care) were asked to rate the responsibilities of the Aide in one section of the survey form. In another section of the form they were asked to rate training topics in terms of (a) responsibility, and (b) training needs for (1) Teachers only, (2) Aides only, or (3) both the Teacher and the Aide.

RESPONSIBILITIES

Public School Teachers consistently gave lower ratings to the responsibilities of Aides than did the Aides, and these differences were statistically significant on 17 of the 35 items. Teachers rated several items as the Aide's responsibility only "Rarely" or "Occasionally". For example, Assisting in scheduling, Participating in planning, Working with entire class, Supervising during meals, Substituting for teacher, Talking with parents, Planning activities, Observing for possible problems, or Conducting activities (such as storytelling, art, motor, language, auditory) do not appear to be the Aide's responsibility from the Teacher's view. These responses were also supported in the ratings of responsibility in the Training Topics section.

Day Care Teachers and Aides agreed in their ratings of the Aide's responsibilities. There was only one item on which a statistically significant difference occured (Receiving training from center supervisor). The ratings were also high ("Usually", "Frequently"), indicating a sharing of responsibilities. Shared responsibility was also indicated in the responsibility-ratings of Training Topics.

Based on this data, Aides are perceived as having more responsibility in Day Care Centers than in Public School classrooms. There appears to be a greater discrepancy between Teacher's and Aide's perception of the Aide's role in Public School than in Day CAre. Whether the Aide actually performs a more responsible role in Day Care has not been addressed, as this study only assessed perceptions. Classroom observation of what actually occurs was not conducted. More forms were received from Aides than from Teachers in the Public Schools. All of the received data was not from matching pairs of Teachers and Aides, i.e., Teacher and Aide from the same classroom. To clearly delineate the actual role and responsibility of paraprofessionals, further study needs to be conducted of pairs of Teachers and Aides from the same

classroom. Also, classroom observations should be conducted to verify what is actually occuring and the extent of the Aide's responsibilities.

Based on staff experiences through on-site training and informal classroom observations, the Public School Aide is often responsible for small and large group activities as well as one-to-one instruction. This is particularly true in classes for the preschool handicapped child. In Day Care centers, informal staff observations support the results of this survey regarding the role of the Aide. In Day Care it is often difficult to distinguish between the Aide and the Teacher and they appear to plan and work together in serving all the children. In both settings, project staff have often observed the Aide working individually with the more involved or more difficult child. More definitive research is needed to identify the extent to which the Aide actually works with individual children and the type of child with whom he/she works. Ironically, the very child who most needs assistance from the better trained or more experienced person may be assigned to the less prepared Aide, while the Teacher works with the larger group. If this informal observation is supported by research, then the implication may be that the Teacher needs assistance in repriortizing her/his activities and responsibilities within the classroom. Or the Aide may need specific, specialized training in working with the more involved child.

TRAINING NEEDS

Public School responses to the section on Training needs were surprising. All the Public School Teachers were college-degreed with training in special education. Therefore, their rating of themselves as in need of additional training was unexpected. It was expected that most of the Teachers would rate only Aides in need of training. On one item (Handicapped Like Me) 33% of the

Teachers felt only the Aide needed training. On all other items, less than 25% of the Teachers rated only the Aide in need of training. This means that over 75% of the Teachers felt that Teachers or both the Teacher and the Aide need training. This may reflect the fact that Public School Teachers are often assigned to work with an age group or types of handicapping conditions for which they have not had previous preparation. The survey only asked about years of education, not whether previous education or experience was directly related to the setting or children for whom the Teacher was responsible. Future surveys should include specific questions related to this issue such as, What type of training have you received for working with the children in your class?" or "How many hours or which college courses apply directly to the age groups and types of children with whom you are now working?" This survey, although designed to assess training needs of Aides, clearly shows that Teachers also feel the need for additional training.

Day Care responses to the section on Training needs held fewer surprises. Over half the Teachers and Aides felt they needed training on nearly all the training topic items. In fact, of the possible 50 response cells (Teacher + Aide checked in "Both need training" column) 35 showed that more than 70% felt both persons needed training. This perceived need for training was expected as most of the Teachers and Aides were non-degreed (59% Teachers; 93% Aides) and previous experience was limited (79% Teachers, 18% Aides = $\leq$ 1 year; 16% Teachers, 59% Aides = < 5 years). Again, future surveys of this type should include more specific questions relating previous training and experience to actual job placement.

Listing competencies for paraprofessionals (as well as for Teachers) and conducting surveys of training needs are increasing in popularity. The results of this survey and informal staff observations indicate several points and questions which should be considered in future surveys or planning.

1. Responsibilities of paraprofessionals vary by the setting in which handicapped children are served. This study indicates that the Day Care Aide has a more responsible role than the Public School Aide. Data from the Public Schools were not analyzed separately for preschool versus elementary settings because of insufficient numbers for statistical analysis. Therefore, it is not possible to determine whether differences in the Aide's responsibilities exist within various Public School settings. Are there differences in responsibilities of Aides related to preschool, elementary or secondary settings? Are their differences in responsibilities of Aides in Day Care versus Public School preschool-only classes?

2. Perceived responsibilities of Aides should be verified through documented observation of actual classroom actions. In this study Teachers and Aides responded to a written questionnaire, thus the responses may under or over estimate what actually occurs. What responsibilities are given the Aide? What responsibilities are assumed? In short, What is the Aide really doing?

3. There are greater discrepancies between Teachers and Aides in their perception of the Aide role in the Public School setting than in the Day Care setting. Is the Public School Aide actually participating less than the Day Care Aide? Of does the Public School Teacher underestimate or discount the Aide's role?

4. A surprising number of Public School Teachers with college degrees rated themselves in need of additional training. Further information is needed regarding the relationship of prior training and experience to current position responsibilities. Are the Teachers assigned to a position for which they were not prepared? Was their previous training relevant?

Training for paraprofessionals is clearly needed and hopefully such training will increase in the future. However, research is also needed to more clearly

define actual responsibilities of the paraprofessional in specific settings. Rather than attempting to address global or generic competencies and developing general knowledge and skills, training could then be prioritized and focused to address actual responsibilities and practical needs of the paraprofessional.

APPENDIX A

PARAPROFESSIONAL TRAINING SURVEY FORM

PARAPROFESSIONAL TRAINING SURVEY

Increasing numbers of young handicapped children are and will continue to be enrolled in public school and in public and private child care settings, as the requirements of P.L. 94-142, Education of All Handicapped Children's Act and Section 504, nondiscrimination of the handicapped are enforced. One way of increasing the number of personnel required to serve children is through the use of paraprofessionals. Yet information on the roles, responsibilities, and training needs of paraprofessionals is extremely limited.

In recognition of the need for training paraprofessionals to work with handicapped children, the Bureau of Education for the Handicapped has awarded a grant to the Special Projects Division of the Southwest Educational Development Laboratory for research and training of paraprofessionals.

Under the terms of this grant, a survey is being conducted to identify the responsibilities and duties of the paraprofessional who works with handicapped children in special education as well as mainstream settings with a focus on the following:

Public school programs for young handicapped children (Early Childhood Handicapped Classes for 3-5 year olds)
Public school programs in which young handicapped children are mainstreamed (kindergarten and elementary grades)
Public child care programs (including Title XX and Head Start programs) which include young handicapped children
Private child care programs which include handicapped children

In the Fall of 1977, a pilot survey was conducted on a limited bases. Information from that survey and other information from the field has formed the basis for conducting a more extended survey.

The purposes of this survey are (1) to identify the roles and responsibilities of paraprofessionals and (2) to identify specific training need of paraprofessionals and teachers in working with handicapped children.

You have been selected to participate in this survey which will provide much needed information for future training and utilization of paraprofessionals in Texas. Across the country information on paraprofessionals is very limited. Therefore, it is anticipated that the results of this study will be of use to other states as well.

Please complete the attached survey as quickly as possible and return it in the postage-paid envelope. We would like to complete this survey by February in order to analyze the data and return information to the field this Spring.

This information will also assist us in planning and scheduling training sessions on critical topics for this Spring as well as for the future. Training sessions conducted by SEDL staff will be available to selected sites as an initial step toward meeting identified needs.

SURVEY FOR TRAINING OF PARAPROFESSIONALS
(Teachers and Assistant Teachers)

NAME_____ DATE_____

SCHOOL/CENTER_____ SCHOOL DISTRICT_____

POSITION(Teacher,Assistant, etc.)_____ AGE OF PUPILS_____

PREVIOUS EDUCATION: Elementary____ Jr. High____ High School____

GED____ College(Number of years or degree)_____

PREVIOUS EXPERIENCE: Years of teaching experience_____

With what age or grade level?_____

HAVE YOU HAD ANY COURSES OR SPECIFIC TRAINING IN SPECIAL EDUCATION? Yes____ No____

If yes, please describe

DO YOU PRESENTLY WORK WITH HANDICAPPED CHILDREN? Yes____ No____

If yes, please check:

____blind ____emotionally disturbed ____mentally retarded
____physically handicapped ____neurologically impaired ____speech impaired
____multiply handicapped ____learning disabled ____deaf
_____preschool (3-5 year olds) ____Other:

There are two parts of this survey:

PARAPROFESSIONAL ROLES AND RESPONSIBILITIES, is focused on identifying the various duties of the paraprofessional.

TRAINING SESSION TOPICS, is an initial listing of training sessions. Some of these may be equally applicable to both the teacher and assistant teacher while others may be more appropriate for only one group.

Please complete these in terms of your own teaching situation and experience.

PART II
PARAPROFESSIONAL ROLES AND RESPONSIBILITIES

Possible functions and duties of paraprofessionals are listed below. Please score each function on the basis of whether the assistant teacher in your school or center performs each of these in one of the ways described.

A. PLANNING AND PREPARATION	Usually 1	Frequently 2	Fairly Often 3	Occasionally 4	Rarely 5	Never 6
The *paraprofessional* is responsible for:						
assisting the teacher in planning classroom arrangement & safety. 1						
assisting the teacher in planning individual or group activities. 2						
assisting the teacher in scheduling daily and weekly activities. 3						
making or preparing classroom materials (games, pictures, manipulatives, etc.). 4						
reproducing or copying worksheets, tests, other printed materials. 5						
assisting teacher in checking roll and keeping records. 6						
participating in regular planning sessions with teacher. 7						
participating in school/center staff meetings. 8						
participating in in-service training for teachers. 9						
participating in in-service training for paraprofessionals. 10						
receiving training from classroom teacher. 11						
receiving training from school/center supervisor. 12						

Other duties or comments:

PART II (Cont'd)

I. GENERAL DUTIES

The *paraprofessional* is responsible for:

		Usually	Frequently	Fairly Often	Occasionally	Rarely	Never
*	assisting children in self-help skills (toileting, washing, dressing, etc.).	1					
	working with individual children.	2					
	working with small groups of children.	3					
	working with entire class as a group.	4					
	supervising class during meals or snacks.	5					
	substituting for regular teacher if s/he is absent.	6					
	supervising class during free choice activities.	7					
	cleaning up classroom.	8					
	using audio-visual equipment (projector, recorder etc.).	9					
	talking with parents.	10					

Other duties or comments:

* This item was excluded from analysis; column headings appeared to interfer with responses.

PART II (cont'd)

C. SPECIFIC DUTIES

The *paraprofessional* is responsible for conducting:		Usually	Frequently	Fairly Often	Occasionally	Rarely	Never
storytelling periods.	1						
art activities.	2						
motor activities.	3						
language activities.	4						
auditory activities.	5						
visual activities.	6						
demonstrating and assisting children in use of manipulatives (beads, pegboards, etc.).	7						
planning activities for handicapped children.	8						
tutoring individual children.	9						
instructing small groups of children (remedial or supplementary activities).	10						
observing children for possible health or learning problems.	11						
conducting parent conferences.	12						
making home visits.	13						

Other duties or comments:

If in a "mainstream" (regular classroom which includes one or more children with problems) describe ways in which the paraprofessional works with the child (or children).

PART III
TRAINING SESSION TOPICS

Responsibilities and training needs of paraprofessionals vary at different sites. The purpose of this section is to determine which of the presently available training sessions could best meet the needs of the paraprofessionals who work with young handicapped children.

Please fill out the following information in relation to your own particular classroom situation:

In the left hand column titled, "Whose Responsibility?" please check whether the topic is the responsibility of the teacher, the assistant teacher or both.

In the right hand column titled, "Training Needs," please check whether you feel training is needed for the teacher, the assistant teacher, or both

SCORING FOR DATA ANALYSIS
"Teacher" is scored 1
"Assistant" is scored 2
"Both" is scored 3

A. WHOSE RESPONSIBILITY?			B. TRAINING NEEDS	
Teach.	Assistant		Teach.	Assistant
		TEACHERS & ASSISTANTS-WORKING TOGETHER (roles and responsibilities; improving communication; local requirements, procedures and duties)		
		HANDICAPPED LIKE ME (differences and similarities of children; effect of handicapping conditions.		
		UNDERSTANDING PARENTS OF HANDICAPPED CHILDREN (parental reactions and feelings; suggestions for working with parents; rights of parents; information referral sources)		
		SAFETY PRECAUTIONS (prevention of accidents, indoor and outdoor; adapting the environment for different types of handicaps)		
		LEGAL ASPECTS (the rights of parents and children; responsibilities of the school/center staff)		
		CHILDREN & HEALTH (recognizing and preventing health problems; immediate isolation and care; maintaining records)		
		IDENTIFYING CHILDREN IN NEED OF REFERRAL (how to observe for possible problems; suggestions for referral, follow up, classroom adaptations)		
		COMMUNITY RESOURCES (finding and using community resources; information on state and national resources for information and services; legal rights to services)		

WHOSE RESPONSIBILITY?			TRAINING NEEDS	
Teach.	Assistant		Teach.	Assistant
		EMERGENCY CHILD AID (how to handle emergencies until other help arrives)		
		CLASSROOM MANAGEMENT (daily routines, activities, and transitions for easier management; observing and informal learning)		
		PLANNING & SCHEDULING (daily and weekly planning for general activities, small group and individual instruction; individual programming for the handicapped)		
		ADAPTING CLASSROOMS FOR THE HANDICAPPED (Planning and arranging the classroom; easy-to-make adaptations of furniture, equipment and materials)		
		USING MATERIALS AND EQUIPMENT (how to use commercial materials for individualized learning; adapting for different ages and handicaps; special equipment)		
		BEHAVIOR PROBLEMS (Prevention of behavior problems; management of problems which occur)		
		MAKING AND USING LEARNING MATERIALS (how to make inexpensive manipulatives and other learning materials; specialized needs of the handicapped child)		
		PLAYGROUND & OUTDOOR ACTIVITIES (small and large group outdoor activities; adapting physical activities for the handicapped child)		
		LANGUAGE DEVELOPMENT THROUGH STORYTELLING (selection and use of books for language development; individual vs. group storytelling; questioning)		
		SELF-HELP SKILLS (steps in teaching self-help skills such as toileting, washing, eating and dressing)		
		THREE AND UNDER (what to expect of children under the age of three; observing for possible problems; what adults can do to help)		
		THE PRESCHOOLER (learning and changes in 3 to 6 year olds; screening and referring for possible problems; routines and activities)		

WHOSE RESPONSIBILITY?			TRAINING NEEDS	
Teach.	Assistant		Teach.	Assistant
		THE ELEMENTARY YEARS (physical, emotional, and learning changes of the 6 to 10 year old; observing and referring for problems; individualizing for the handicapped child)		
		LISTENING TO LEARN (how children learn through hearing; sequences of auditory learning; recognizing problems of hearing; activities for the hearing and speech handicapped child)		
		LEARNING THROUGH SEEING (how children learn through seeing; identification of problems; adjustments for the child with a visual problem)		
		MOVEMENT & LEARNING (how children learn through body movement; sequences of motor learning; identifying motor problems; indoor and outdoor activities for motor development and eye-hand coordination)		
		TALKING TO LEARN AND LEARNING TO TALK (development of speech and language; identifying problems; working with the child with speech and language problems in the classroom)		